Getting and Using Youth Input

Training Starter Template
[Also available as longer, customizable Training to Go]

Objectives: All participants in the training will be able to
- Identify at least three techniques for getting more youth input on potential projects.
- List and discuss the differences between leading and facilitating PBL.
- Design a plan of action to incorporate more youth voice and choice into PBL.

Total amount of time: _____   **Number of participants:** _____

Preparation: _____   **Materials:** _____

_____   _____
_____   _____
_____   _____
_____   _____

Training Opening

- Engage participants   ___ minutes
  (Begin with icebreaker/warm-up activity related to the topic.)

  _____
  _____
  _____

- Introduce the topic   _ minutes (Motivate
  participants, show them why the topic is important, and share objectives and agenda.)

Training Middle   __ minutes
(Explain the topic in detail, demonstrate the concept and discuss it, and practice and apply the topic.)

- Getting youth "voice" into the program and projects means facilitating discussions with youth.
- Good facilitation with children, youth, and adults is a skill. Ask about and discuss differences between leading and facilitating youth learning. Discuss challenges.
- In pairs or small groups, discuss an aspect of your programming and determine where it falls on the continuum of youth voice and choice, from little involvement to significant input.
- Share across groups. Discuss how to increase youth voice, concerns about it, challenges in achieving it, and how to address challenges.
- Use a completed PBL Project Planner to identify and discuss opportunities for greater youth voice and choice.
- Discuss what skills youth need to develop as independent learners, leaders, and active participants.
- Discuss training needs of staff to build skills in facilitation and in incorporating youth voice and choice.

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Training Wrap-up and Closing

- Summarize the topic   _ minutes
  (Connect again to the objectives, check for understanding, field questions.)
  _____
  _____
  _____

- Plan next steps   _ minutes
  (Get specific about the who, what, and when of staff implementation.)
  _____
  _____
  _____

- Closing comments   _ minutes
  (Reinforce the importance of the topic, motivate, and inspire.)
  _____
  _____
  _____